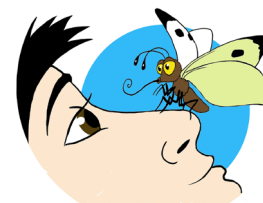




Children learn to look at
animals as their friends

Animals and Me 1



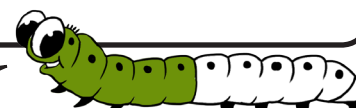
Keywords **storytelling** • **school grounds** • **crafts and creativity**

- 1 Set up your classroom for storytelling. Have some tables with different materials on them. Dress up a twig as a boy or girl with pieces of cloth and eyes. Introduce your character as a new child at school and whose name is Beano (or children invent one). Allow time for the children to invent a background to the child. Now tell the story *Beano's Friends* (**Resource File** page 2), dramatising emotions and movements with the children as you go along. You may use the narration and illustrations in **Resource File** pages 3–6 to create story character/visual props. To do this, print, cut out, stick onto stiff backing and use kebab sticks to hold them up.
- 2 Take the children on a tour of the school grounds and look for animals. When you meet a new animal, ask: "I wonder why..?" questions about any particular feature or behaviour you observe. Get the children thinking about the animal and bonding with it. Stimulate their curiosity about the animal and get them to look at it as a friend. Ask them what Beano would say and what the animal would reply. Some children will probably ask to handle animals, but show them that we can easily hurt or scare them. You can link with pets that do like to be handled, like cats and dogs.
- 3 Back in class, the children create their own story animal characters with craft materials you have prepared. Remind them what animals you met and let them create. They can add themselves as part of the picture.
- 4 Create a display of the animal friends the children made, around either individual photos of the children or a group class photo. Add the title *Me and My Animal Friends!* to stress the link between the animals and the children.

Use the Dinja Waħda Notice Board and tell the school about what you're doing.

Send photos of

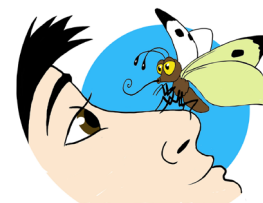
- | | |
|--|---|
| <input type="checkbox"/> children dramatising story | <input type="checkbox"/> children drawing/making animal friends |
| <input type="checkbox"/> children looking for animal friends | <input type="checkbox"/> final display |





Children learn about
caring for animals in
nature

Animals and Me 2



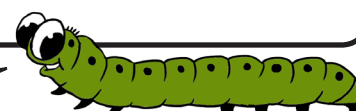
Keywords storytelling • sound and movement • outing • creativity

- 1 This activity is based on the story *Fiks fl-Inkwiet / Fiks in Trouble* (**Resource File** pages 7–8). Before reading the story, familiarise the children with the animals (mouse, butterfly, spider, lizard, robin) that feature in the story. Show the *Five Animals* clips (K2C in **Action Pack**) and after each one, ask the children to pretend to be the animal: do characteristic physical movements and make sounds. Question individuals why they are choosing particular movements and positions, which will show you how much they followed the animal's behaviour. For every animal ask, "Is a _____ like you?" Question their answers and try to find links that make us similar, e.g. we eat, run, see, shelter from the rain, enjoy the sun, etc., every time making links to what the children bring up.
- 2 The best way to introduce woodland would be to take your class to Buskett. Then you could let the children explore and find webs and flowers (you'll also hear robins if you go in October–March, maybe spot one). You can then read them the story in a real woodland setting.
- 3 Read the story *Fiks fl-Inkwiet / Fiks in Trouble* about a butterfly who ventures into a forest and runs into all sorts of problems. You may use the character pictures in **Resource File** pages 9–11 to illustrate the story as you read. To do this, print and cut out the pictures, stick them to stiff backing and use kebab sticks to hold them up. After reading, you can use these resources to make a story map and practise re-telling skills.
- 4 While reading, let the children dramatise the action. Why not create a movement for each character? Allow the concepts to grow in the children's mind and go along with links, other activities and discussions that emerge, making sure the values about caring for living things come across. After the reading, create a forest frieze or a line-up of 3D characters with children's drawings and/or creations from any material you wish them to be creative with.
- 5 For the woodland itself, introduce pot plants and have them in a forest-like arrangement, with help and suggestions from the children. Once the forest and story characters are set up, the children can re-tell the story, with variations they invent. Lead with questions and guide them to include caring for nature as well as caring for the pot plants.

Use the Dinja Waħda Notice Board and tell the school about what you're doing.

Send photos of children

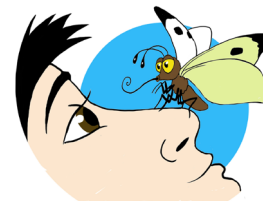
- ☐ watching clips and imitating forest animals ☐ making frieze and forest corner
- ☐ actively listening to story





Children discover that plants need to drink, that they grow and they feel.

Plants and Me



Keywords experiment • growth chart • storytelling • seed sowing

- 1 The children discover three similarities between themselves and plants, starting with how plants drink. Bring to class a potted carnation with white flowers and put some food colouring (blue or red for best effect) in its water before watering. Do this until the flowers turn blue or red. Ask the children what they think happened. Ask what the plant must have under the soil for the coloured water to get to the flower. They should arrive at 'straws'. You can show them a pot plant that has outgrown its pot and whose roots are packed at the bottom (herbs like mint are easy for this).
 - 2 Discuss what happens to our bodies when we eat and drink (we grow). Do the children think that plants are like us? They now know that plants drink through their roots.
 - 3 The children keep record of plants in their classroom (the forest around the frieze) by keeping a growth chart. Compare how fast the children grow and plants grow, and that some plants grow taller than others (like people). Make links between people and plants through the growth chart.
 - 4 Read the story *The Three Pine Cones* (**Resource File** page 12) about three friends who go for a walk in the forest and bring some pine cones home. Let the children dramatise as you read. Have three open pine cones with you – make sure to tell the children you picked these from the ground not from a tree, and that you checked there were no minibeasts inside. You can use the story boards in **Resource File** pages 13–18 to help illustrate your story.
 - 5 This exercise shows the children that plants feel. Sow sunflower seeds in a pot or space in your school garden (you may use tips in **Resource File** pages 19–21) and watch your plants grow. Make a big deal of every stage of the plants' growth. Compare them with growing children. When the flowers emerge, show how they turn towards the light. Keep record of this change in the flowers' position.
- Another (and faster) way of showing plants growing towards light is by sowing common vetch (*gilbiena*) in the dark, but with a difference (see *Experiment* in **Resource File** page 22).

Use the Dinja Waħda Notice Board and tell the school about what you're doing.

Send photos of children

- | | |
|--|--|
| <input type="checkbox"/> doing water experiments | <input type="checkbox"/> listening to story |
| <input type="checkbox"/> keeping and comparing plant growth chart with their own | <input type="checkbox"/> growing sunflower seeds |

